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ABSTRACT

Japanese social education covers all aspects of life, including out-of-school education for children, parents' education in connection with education in the home, etc., from a viewpoint of life-long education. Both governmental and nongovernmental agencies are concerned with the programs. Personnel who are most involved with social education are Social Education Officers, Kominkan Officers, Librarians, Museum Staff, and Social Education Leaders. Training for such personnel is provided by the National Training Institute of Social Education, Study Tours Abroad for Officers and Leaders, and a Training Course on Audiovisual Education. Facilities utilized in the program are citizens' public halls, libraries, museums, audiovisual libraries, miscellaneous schools, youth centers, children's nature centers, a cultural center for children, the Olympic Memorial Youth Center, youth hostels, youth workers homes, farm youth training farms, facilities for physical activities, vocational training centers, women's centers, homes and centers for working women, radio and television companies, organizations that provide social education by correspondence, organizations that provide skill examinations, and private educational film producers. Curriculum activities are Youth Study Classes, Training Courses for New Employees, Field Study Tours, Youth Corps for Development of Industry, Youth Mission Abroad, Adult Schools and Classes, Women's Study Classes and Courses, Parent Education Classes, Opening of School Facilities, and University Extension Courses. An appendix gives locations of youth centers, shows trends in enrollment, and diagrams the school education system. (For related document, see AC 014 001.) (DB)

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SOCIAL EDUCATION AND ITS ADMINISTRATION IN JAPAN

1972

Social Education Bureau

Ministry of Education

Japan

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FOREWORD

This booklet is edited for the purpose of providing recent informations on social education, its activities and administrative measures.

It is hoped that this edition will be of some use and help for those who are interested in Japanese social education.

Taketoshi Imamura

June, 1972

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INTRODUCTION

The term 'social education' is a literal translation of Japanese *Shakai Kyoiku*. The same word is often used in some other countries, but the concept of this Japanese term is rather unique. Acoording to Social Education Law in 1949, the term 'social education' is used to describe 'systematic activities of education including physical education and recreation primarily for out-of-school youths and adults, excluding such educational activities as are conducted in schools as part of curricular work in accordance with the School Education Law (of 1947)'. In other words, 'social education' in Japanese is used as an all-embracing term covering all other educational activities than formal school education. Contents of 'social education' are thus so broad that even the experts in this field are sometimes puzzled to get the idea of 'what social education is.' However, the idea of social education has some analogy to the approach of life-long education which has recently been proposed from various fields, for the Japanese social education covers all aspects of life, including out-of-school education for children, parents' education in connection with education in the home, and so forth. Of course we have just started to re-examine social education from a view-point of life-long education and to integrate the three stages of education, education in the home, formal school education, and social education. Naturally, there are great many problems before us, on which we will discuss in the last chapter.

Looking back briefly upon the history of Japanese social education, it was about fifty years ago that the term 'social education' was formally adopted instead of the term 'popular education' (*Tsuzoku Kyoiku*). Since the Meiji Restoration in 1868, enlightenment of people in the form of 'popular education' was encouraged with the introduction of European types of facilities like libraries and museums. And, emphasis had been laid in the education for working youth, including the further education for technical training and the establishment of youth organizations (Seinen-dan). In the meanwhile, reorganization of the structure of educational administration was made to cope with the rapid changes in society after World War I, and in 1929 the Social Education Bureau was established in the Ministry of Education. Since then, the Japanese social education was bound to be controled by the Government towards the end of World War II.

After the end of the 2nd World War, all systems, political, social, economical

and educational, were drastically reformed on the principle of democracy. The Fundamental Law of Education was enacted in 1947, aiming to rear self-reliant citizens of a peaceful and democratic state, and securing the equality in educational opportunity for all in keeping with their abilities. And the Law emphasized to encourage social education, calling on state and local atuthorities to establish such institutions as libraries, museums and citizen's public halls. On the basis of Fundamental Law of Education, Social Education Law was enacted in 1949, prescribing the functions of the State and local public bodies with regard to social education. The Article III says:

"The State and local public bodies shall assist in maintaining a congenial environment in which it is possible for individual citizens to engage at sundry times and places in cultural and educational activities, which will assist them in daily living, by providing various kinds of facilities, sponsoring meetings, and making available information materials necessary for social education in accordance with the prescriptions of this Law and other laws and regulations."

Ever since, the State and local public bodies have been making every possible effort for the development of social education. And the related laws were successively formulated, that is, Library Law in 1950, Museum Law in 1951, Youth Study Classes Promotion Law in 1953, and Sports Promotion Law in 1951 (revised in 1970). It is noteworthy that with the amendment of Social Education Law in 1959, subsidies of the State and local bodies became available to voluntary organizations for their independent and responsible activities, which had been prohibited before to avoid the governmental control over voluntary organizations.

The 1960s which the United Nations regarded as the first stage of ten-year plan for the development of world economy were the period of the greatest changes that Japan has ever experienced. The most remarkable changes that took place in the country during the last decade may be listed up as follows:

1. Changes in population structure with the decline of birth and morality rates as well as the prolongation of average lifespan.
2. Changes in the ways of family life with the appearance of 'nucleus family' and mass-consumption economy.
3. Gathering of people into urban centers and urbanization of patterns of life caused by industrial progress.
4. Rapid increase in the number of people getting higher education.
5. Changes in industrial structure caused by technical inovation, that is, decrease in population in primary industries and increase in secondary

and tertiary industries.

6. Spread of information due to the development of mass-communication media.
7. Increase in the necessity for international contacts and cooperation.

With such remarkable changes, the Minister of Education requested, in 1968, the Social Education Council to submit a report on "What social education should be like to cope with the rapid change in social structure." The main themes the Council was inquired to examine were:

1. Role of social education in the society where rapid changes are taking place caused by urbanization, technical inovation, etc.
2. Problems in the present states of social education.
3. Measures to be taken hereafter for the promotion of social education.

It was in April 1971 that the Social Education Council submitted the report to the Minister of Education after almost three years of examination on these themes. In June 1971, two months later than that, the Central Council for Education also submitted to the Minister the recommendations on 'the fundamental policies for the over-all expansion and improvement of school education in future.'

One of the characteristics of these two reports is the recommendation of the establishment of a life-long education system, with the clarification of the roles of education in the home, school education, and social education. The Social Education Council Report also recommended that there should be a distinction between social education programs and administration of social education and that the State, prefectural and municipal authorities should make clear their own role in carrying out their administrative measures.

The Report also pointed out the necessity to grasp the concept of social education in a broad sense, which should cover all sorts of educational activities that people can enjoy in every place at every opportunity in their every-day life. From this view-point it is desirable to make explanations on all sorts of social education provisions in this booklet, but, as it is difficult practically, we will pick up the main provisions with which the Ministry of Education has been concerned.

ORGANIZATIONS

I. Governmental Organizations

The organizations which are concerned with social education are devided into two categories, governmental and non-governmental. As the governmental ones, the following agencies are carrying out the social education provisions in a broad sense:

Prime Minister's Office	
Youth Bureau	Youth problems in general. Youth Mission Abroad, Japan Overseas Cooperation Volunteers.
Prime Minister's Secretariat	Life modernization movement, and movements for the protection of trafic accidents.
Ministry of Justice	
Correction Bureau	Reformatories.
Rehabilitation Bureau	Juvenile classification offices, and juvenile offenders supervision offices.
Ministry of Health & Welfare	
Children and Families Bureau	Welfare works for children and mothers, and training of child welfare workers.
Ministry of Agriculture and Forestry	
Extention Division	Farm Youth Training Farms, Farm Youth Construction Teams, Rural Youth Training Institutes, Farming Youth Training Centres, Farm Technicians Training Institutes, 4 H Clubs, Groups for Better Living, etc.
Ministry of Transport	
Tourist Industry Division	Youth hostels.
Ministry of Labor	
Women's and Minors' Bureau	Protection and improvement of the working conditions of women and minor workers.
Vocational Training Bureau	Training courses for new employees, and approval of National Certificate for technical skills. Young Workers Homes.
Ministry of Construction	
Planning Bureau	Youth Corps for the Development of Industry.

Ministry of Education

The following table shows the structure of the Ministry of Education, organs under jurisdiction of the Ministry, and advisory bodies concerned with social education.

Table 1. Structure of the Ministry of Education

Minister of Education

Internal Subdivisions

- Minister's Secretariat
- Elementary and Secondary Education Bureau
- Higher Education and Science Bureau
- Social Education Bureau
  - Social Education Section
  - Youth Education Section
  - Women's Education Section
  - Audio-visual Education Section
- Physical Education Bureau
- Administrative Bureau
- Agency for Cultural Affairs

Organs under Jurisdiction of the Ministry

- Japanese National Commission for Unesco
- National Institute for Educational Research
- National Training Institute of Social Education
- National Youth Centers

Advisory Bodies

- Central Council for Education
- Social Education Council

Sub-committees of the Council on:

- Planning of Social Education
- Social Education for Youth
- Adult Education
- Educational Broadcasting
- Films for Social Education
- Social Correspondence Education
- Social Education Facilities

Each section of the Bureaus and Council which are most concerned with social education is carrying out its own functions as follows:

Social Education Bureau	
Social Education Section	Deals with matters concerned with Kominkans (Citizen's Public Halls), libraries, museums and other social education facilities. Gives assistance and advice relating to the training of social education officers and leaders, correspondence education, school extension, adult classes and courses, etc.
Youth Education Section	Deals with matters concerned with national youth centers, cultural centres for children, youth study classes, working youth schools, study tours of youth, youth organizations, etc.
Women's Education Section	Deals with matters concerned with women's classes and courses, study tours, parent education, women's organizations, etc.
Audio-Visual Education Section	Deals with matters concerned with audio-visual education as a means of school education and social education. Deals with matters relating to educational broadcasting, audio-visual libraries, etc. Makes recommendations on audio-visual aids and educational materials.
Social Education Council	Is an advisory body for the Minister of Education, investigating the problems in adult education, correspondence education, social education facilities, etc.
Physical Education Bureau	
Physical Education Section	Works for the promotion of physical education, and deals with matters concerned with physical education facilities.
Sports Section	Deals with matters concerned with the National Sports Festival and other national and international sports events.
Agency for Cultural Affairs	
Cultural Affairs Section	Encouragement of cultural activities.
Art Section	Administrative works concerned with literature, music, art, theatricals, etc.
International Cultural Relation Section	Works as a liaison and coordination office between Japan and other countries in connection with the international activities of education, science and culture.
Japanese National Commission for Unesco	Deals with matters concerned with Unesco activities in Japan.

Local Boards of Education

The boards of education, prefectural and municipal, deal with all educational affairs within the local public body concerned. Each local board of education consists of five members (three members will do in towns and villages), who are appointed by the governor or mayor of each local public body with the consent of its assembly for a four year period. The Minister of Education is to give guidance, assistance, or advice to prefectures or cities, towns, and villages; and the prefectural boards of education do the same thing to cities, towns, and villages.

Social Education Committees

Each local board of education is to appoint the Social Education Committee as its advisory body. The committee gives advice to the board of education in connection with social education in general, and the board of education gives grants to social education organization upon the suggestions of the committee. The social education committee in city, town or village is also to give guidance and advice to those people in charge of youth education upon the request of its board of education.

II. Non-governmental Organizations

Youth Organizations

There are some 30 major youth organizations such as SEINENDAN (Community Youth Association), YMCA, YWCA, SHUYODAN (Moral Training Society), Junior Red Cross, Boy Scouts, Girl Scouts, etc.

As a co-ordinating body, National Council of Youth Organizations in Japan was established in 1951 with the purpose to contribute to the development of youth activities as well as to promote the mutual cooperation among youth organizations both at national and international levels. The total membership as of 1969 was approximately six millions.

Adult Organizations

As of 1971, there are some 39,000 women's organizations established throughout the country, and approximately 11 million women are members of one or more such organizations, which corresponds to some 30 per cent of the total number of eligible women voters.

Various women's clubs and groups are undertaking a wide range of

activities to raise women's status, to take part in community services, and for many other purposes. At the local level, they are mainly interested in conducting study classes and cultural activities, giving practical leadership in solving community problems concerning consumer affairs, pollutions, undesirable publications, etc.

The organizations at the prefectural level are responsible for training leaders, conducting investigations and surveys, publicizing organs and reports, constructing Women's Centers (Fujin Kaikan), and carrying out various educational programs.

There are also Clubs for Mothers and Groups for Better Living whose aims are to inspire and assist mothers for the sound and wholesome development of their children and to improve living conditions in the rural areas.

PTA (Parents Teachers Association) is one of the biggest organizations among the voluntary bodies organized by adults. It was founded in 1946 for the first time on the reccomendation of the American Education Mission. In 1971 the number of PTAs was about 45,000, totaling some 1,700,000 membership.

Partly because PTA was first organized immediately after the World War II, when the educational finance in every locality was in the most difficult state, PTA retains much of the nature as an association of supporters for the schools. And it has not always been successful in the study activities and community services among the members, which were originally aimed to assist the sound development of their children.

With the aim of promoting PTA activities, the Ministry of Education has been giving rewards to certain number of PTAs for their good achievements.

Japan Society for Social Education (Nihon Shakai Kyōiku Gakkai)

In 1954, a society for the study of social education was founded by a group of people such as academic researchers at universities, staff of local education authorities, and voluntary organization leaders. The members are now about 400, and they hold study meetings twice a year, in June at the local level and in October at the national level. They also publish a journal and a year-book. In the last ten years they published the year-book under the following titles:

Changes in rural communities and young people's learning activities.
Movements for the promotion of reading habits.
Local self-governments and people's learning activities.
Kominkan – in theory and in practice.

Women's learning activities.
Universities and adult education.
PTA – in theory and in practice.
Urbanization and social education.
Perspectives on workers' education.
Enactment of Social Education Law and its consequences.

ADMINISTRATION

Procedures in Carrying out the Administrative Works

The Social Education Bureau follows such procedures as mentioned below, when it carries out the administrative works at the national level.

a. Investigations

To examine what kinds of measures should be taken up to solve a new problem, the Bureau makes necessary investigations on the problem either by itself or in cooperation with academic researchers or local education boards. The themes on which the Bureau is now making investigations are as follows:

1. On the measures for improving the manag nent of citizen's public halls.
2. On the measures for p moting the learning activities of the aged.
3. On the measures for promoting voluntary activities among youth leaders.
4. On the measures for promoting voluntary activities among women.
5. On the measures for improving the services of libraries.

b. Experimental programs

A certain number of prefectural and municipal bodies are requested to undertake experimental programs which are recognized, with the results of the said investigations, worthy to promote as new provisions. And they present the reports of their experiments with regard to whether or not those programs have the possibility to be adopted by local bodies, and what kinds of problems will be involved when they are brought into practice.

c. Distribution of guiding manuals

With the records of those experimental programs, the Bureau makes up the concrete and practical manuals for the reference of local education authorities.

d. Holding of study meetings and conferences

The Bureau holds a variety of study meetings and conferences for the purpose of exchanging informations and opinions between the governmental agencies and the people concerned with regard to the administrative plans as well as the general problems in social education.

e. **Delivery of subsidies**

The Ministry of Education delivers the State subsidies to financially support the provisions of local education authorities.

Outline of the Administrative Provisions of Social Education Bureau

In line with the recommendations of the two councils on which we mentioned in the part of Introduction, Social Education Bureau is most concerned with the improvement of the environments for social education, laying emphasis on the establishment of the foundations for social education administration, that is, qualitative and quantative improvement of personnel as well as facilities such as citizen's public halls, libraries, museums, youth centers, audio-visual libraries, etc. Secondly, emphasis is laid, when the Bureau gives advise and financial assistance to prefectural and municipal authorities, on the promotion of such programs as to satisfy the educational needs peculiar to each period of life, that is, programs for infants and small children, juvenile, youth, adults, women, or the aged. The following table illustrates the administrative measures of Social Education Bureau.

Table 2. Administrative Measures of Social Education Bureau

I. Improvement of the Foundations for Social Education

a. Qualitative and Quantitative Improvement of Personnels concerned

(1) subsidy for the staffing of social education leaders
(2) request for organiging training courses for the qualification of social education officers
(3) subsidy for the in-service training of staff concerned, including study tour abroad
(4) running of the National Training Institute of Social Education

b. Improvement of Social Education Facilities

(1) subsidy for the establishment of Kominkan (Citizens' Public Halls), and for the research on the betterment of Kominkan management
(2) subsidy for the establishment of public libraries, and for the research on the improvement of library network
(3) subsidy for the establishment of museums
(4) subsidy for the establishment of youth centers (residential or non-residential), and running of national ones
(5) subsidy for the establishment of audio-visual libraries, and for the betterment of their equipments
(6) preparation for the establishment of National Center for Women's Education

II. Assistance and Promotion of Social Education Activities

a. Social Education Programs for Each Period of Life

(1) subsidy for the consultative program by means of mail and TV with regard to the infant education in the homes, and for conducting parent education classes
(2) subsidy for conducting youth study classes, and for opening of school facilities
(3) request for the research on the promotion of voluntary activities among youth
(4) subsidy for conducting university and college extension courses
(5) subsidy for holding study meetings of PTA leaders
(7) request for the research on the promotion of women's voluntary activities
(8) request for the research on the promotion of educational activities among the aged

b. Projects for Inovation and Diffusion of New Methods and Means

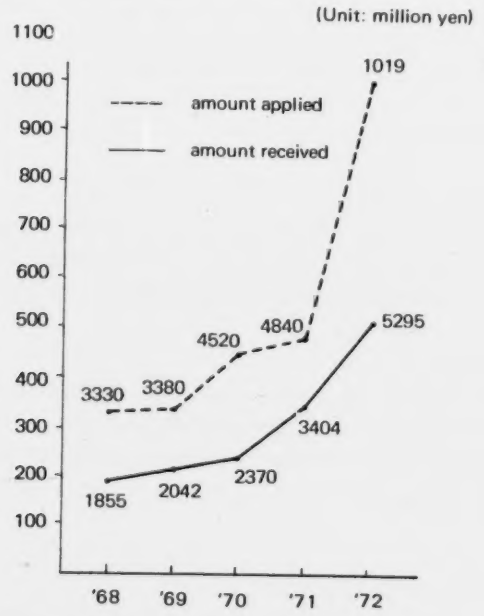
(1) authorization of social correspondence education courses and their standards
(2) authorization of the skill examinations and their standards
(3) promotion of the use of audio-visual aids

c. Assistance to Activities of Non-governmental Organizations

Finance

As the significance of social education has been recognized among those who are concerned, the budget of Social Education Bureau has shown a remarkable increase as we see in the Figure I. This is partly due to the sharp increase of the capital expenditure for the establishment of Kominkans, which was raised, for example, from 400 million Yen for 190 Kominkans in 1970 to 1070 million Yen for 246 Kominkans in 1971. The budget of Social Education Bureau occupies, however, only 0.65% of total expenditure of the Ministry of Education.

Figure 1. Budget of Social Education Bureau



Note: Three hundred million yen is almost equal to one million dollar.

PERSONNEL

Shakai-Kyōiku Shuji (Social Education Officers)

Under the provisions of the Social Education Law, the boards of education of the prefectures, and cities, towns, and villages have in their administrative offices social education officers and assistant social education officers. They give professional and technical advice and guidance to those who are engaged in social education.

There are at present about 3,300 social education officers, and the average numbers of such officers are fifteen for each prefecture and one for each city, town, or village.

They are qualified either by the completion of the prescribed course at universities or by the completion of the special training courses of two month duration which are provided by universities or other educational institutions at the request of the Minister of Education. In 1971, 1,253 people attended such courses run by 12 universities.

Kominkan Officers

The Kominkan officers are engaged in the planning, organization, and administration of all sorts of Kominkan activities. There are about 4,000 full-time kominkan officers and some 7,000 part-time.

Librarians

Librarians of the public libraries are engaged in the works of collection and classification of books and materials, consultation for the users, and guidance for reading circles. The qualifications for such librarians are regulated by the Library Law. About 1,900 qualified librarians are working at the public libraries.

Qualified museum staff

They are engaged in such works as collection, keeping and exhibition of the materials as well as in research and field survey. The qualifications for such museum staff are regulated by the Museum Law, and all recognized museums are to be staffed by such expert officials. About 300 staff are working at the recognized museums.

Social Education Leaders (Shakai-Kyōiku Shidōin)

It is practically difficult for people to have full-time leaders for their informal study activities, and the number of such leaders is in fact very small. In such conditions, some of the municipal authorities appoint one or two social education leaders, on a part-time basis, who are to give advice and guidance to those who are taking part in the educational activities. Most of such leaders are chosen among retired teachers and principals.

For the purpose of promoting this system, the State and prefectures are giving some financial supports, from the fiscal year 1972, to cover a part of the salaries which the municipal agencies pay to such leaders.

National Training Institute of Social Education

This Institute was established in 1965 for the purpose of providing various kinds of in-service training courses for the officials in charge of social education. The duration of the given courses is two to twelve weeks, and the average number of the participants is about 600 a year.

In April 1972, the Institute was moved to a newly built three story building, fully equipped with modern audio-visual means such as response analysers, overhead projecters, CCTV, etc. It is expected that the Institute will be in future not only a training center but also a national clearing house where they provide the consultative and documentation service and develop the educational methods, materials, and aids.

Study Tours Abroad for Social Education Officers and Leaders

This program was started in 1959, with the aim of providing social education officers and leaders with the opportunity to make studies and observations on the real conditions of youth and adult education in overseas countries and deepen the mutual understanding and friendship with people of those countries.

Usually they are devided into two or three groups in lessthan 10 members, and make about six-week tours round the European countries or the United States.

Training Course on Audio-Visual Education

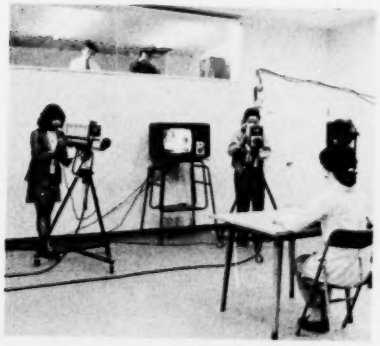
It is generally recognized that the audio-visual aids have a great potentiality to expand the educational opportunities and improve the existing methods of education. In reality, however, these audio-visual aids are not sufficiently made use of in the field of education.

To promote the active use of audio-visual aids, there is a great necessity not

only to keep such aids in accordance with a wide variety of educational demands but also to train people concerned in opperating and making use of these aids and apparatus. In fact, the administrative bodies, organizations related to audio-visual education, managers of radio and TV stations, and makers of those apparatus and aids are providing the training courses separately and quite insufficiently in quality as well as in quantity. In such conditions the Ministry of Education is now making a draft of the curriculum for the training course on audio-visual education. The work is to be completed within the year of 1972, and it is expected that after 1973 the systematic training will be promoted with the standard curriculum. Then, the use of audio-visual aids will be more expanded and generalized in the field of social education.

NATIONAL TRAINING INSTITUTE OF SOCIAL EDUCATION

Front view of the Institute



Studio

Library

KOMINKAN (CITIZEN'S PUBLIC HALLS)

City Kōminkan

Town Kōminkan

Study activities at Kominkan

Sports activities at Kominkan

FACILITIES

Kōminkan (Citizen's Public Halls)

The Kominkan is one of the most important facilities for social education, which was first established after the World War II. Most of the Kominkans are run by local public bodies and in rare care by jullidical persons.

They take active part in stimulating educational and cultural activities of the locality as community centers or adult education centers. The services of Kominkan include the openings of single lectures, demonstrations, art exhibitions, film shows, athletic meetings, and also regular courses such as youth study classes, women's classes and courses, parent education courses, etc.

As of 1971, there are nearly 8,400 Kominkans throughout the country.

Libraries

Libraries in Japan are devided into two types: the public libraries which are run by local public bodies and open to the general public, and the libraries whose users are limited, such as university libraries, libraries of cooperatives and unions, the National Diet Library, etc. The former public libraries are serving as social education facilities, and many of them are conducting out-door services by their book-mobiles. As of April 1972, there are 917 such public libraries; 96 prefectural, 785 municipal, and 36 independent ones.

Museums

The following table shows the numbers of the museums as of April 1972.

	National	Public	Private	Total
General Museum	3	34	19	56
Historical Museum	4	40	53	97
Science Museum	6	24	18	48
Art Museum	3	27	55	85
Out-door Museum	1	0	3	4
Zoological Garden	0	21	9	30
Botanical Garden	7	7	6	20
Aquarium	6	11	18	35
National Museum	3			3
National Art Gallery	1			1
Total	34	164	181	379

Audio-Visual Libraries

Audio-visual libraries are the key stations for the supply of audio-visual materials such as 16mm and 8mm films, slides, recorded tapes, VTR tapes, over-head projectors sheets, etc. for the public use at schools and social education institutions. As of April 1972, there are 81 prefectural libraries of this kind and 407 regional ones. The main users of prefectural libraries are senior high schools and social education institutions and organizations of prefectural level, while the local ones are mainly used by primary schools and social education groups of local level.

In spite of great demands for the establishment and improvement of such libraries, they are not necessarily equiped with educational materials and apparatus enough to carry out their functions, and some regions have no ones yet. And, the Ministry of Education began to aid a part of necessary expenses for the foundation or improvement of regional ones.

Miscellaneous Schools (Kakushu-Gakkō)

The miscellaneous schools give various kinds of practical instructions outside of the formal school system. They provide a wide variety of courses, for example, in the household affairs such as dress-making of both western and Japanese styles, cooking, etc., in the vocational training in connection with radio-TV aparatus, commerce, typewriting, book-keeping, beauty art, nursing, etc., and in the artistic topics like tea-celemony, flower-arrangement, music, etc.

In 1971, there were 8,057 such schools which were attended by 1,309,079 students, 67 out of every 100 being girls. Since 35% of these girls were attending evening courses, they are serving as institutions for continuing education for working girls.

Seinen-no Iye (Youth Centers)

The Seinen-no Iye is one of the social education institutions established with the aim of training youth through residential group activities and studies. These centers have been built since 1959, and at present there are 13 national centers (equiped with 400 beds or more) and 194 local ones (100 to 200 beds).

Most of these centers are located on the mountainside or by the seaside with plenty of natural surroundings. Young people are to stay there for more than 24 hours, taking part in their group activities through which they are expected to foster cooperative minds, friendship, discipline, willingness to work for others, etc.

The training courses held at youth centers are sometimes directly run by the centers and other times organized by youth groups or organizations with their own program. Even in the latter case, the users are required to follow the center's daily schedule of hours.

Non-residential City Youth Centers (Toshi Seinen-no Iye) have also been established to meet the increasing demands for the place where young urbanites exchange friendship and enrich thier sense of personalities as well as intellectual lives. There are 76 such centers now.

About 4 million youth are using these residential and non-residential youth centers every year, and 40% of the users are girls. Although working youth have been among the prime beneficiaries, it is hoped that high school and college students should make active use of these centers hereafter. (See Figure 2.)

Shōnen Shizen no Iye (Children's Nature Center)

The Children's Nature Center is a new type of social education facility for children, which was established in 1970 for the first time. Most of the centers are established with the financial supports from the State, in the mountainous place or by the seaside, as youth centers are so, and run by the local education authorities.

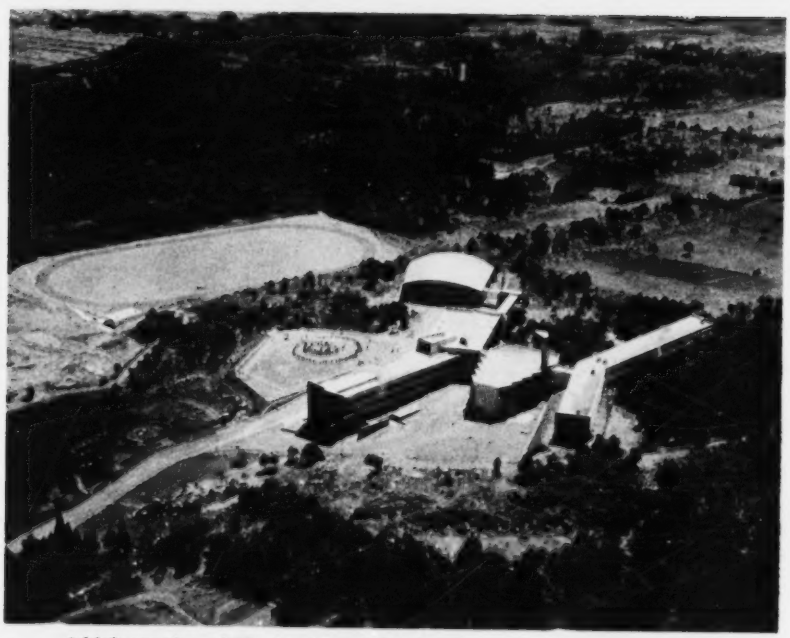
Equipped with boarding accomodations, these centers are aimed to provide children with the opportunities for their outdoor activities, observation and study of nature, exchange of friendship, etc. which are difficult to get at their homes and schools. 28 of these centers are to be founded by 1973.

Cultural Centre for Children (Jidō Bunka Sentā) and Children's Centre (Jidō-Kan)

Cultural Centres for Children promulgate scientific knowledge among children and exhibit cultural properties for them. There exist 22 of them in this country and each has meeting rooms, a library, a music room, a room for art and handicraft exhibition, and equipped with scientific models, experimental apparatus, etc.

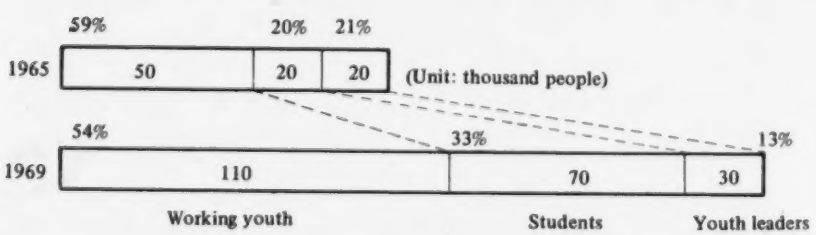
Children's Centres are established for the purpose of providing children with a place to play and develop their personality. They have meeting rooms and play rooms and have children's recreation workers to take care of the children. In 1968, there were 1,172 centres of this type.

SEINEN-NO IYE (YOUTH CENTERS)

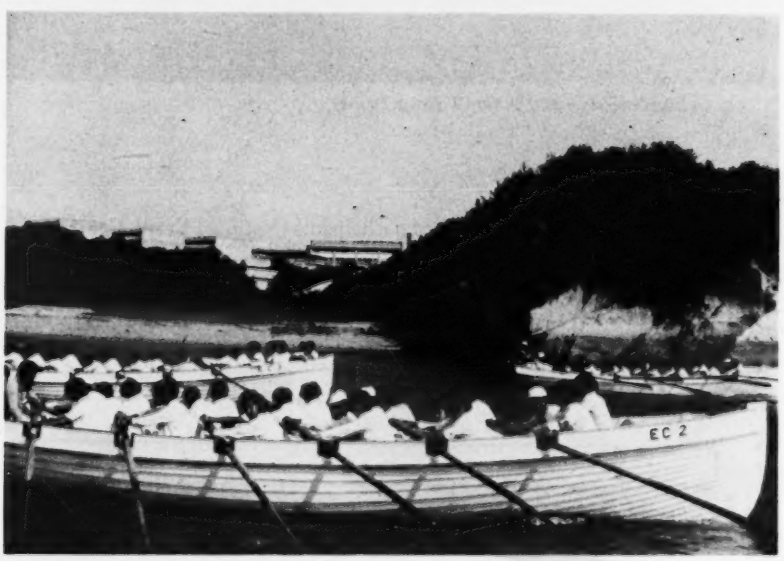


A birds-eye view of a National Youth Center

Figure 2. Growth in the number of participants (National Youth Centers)

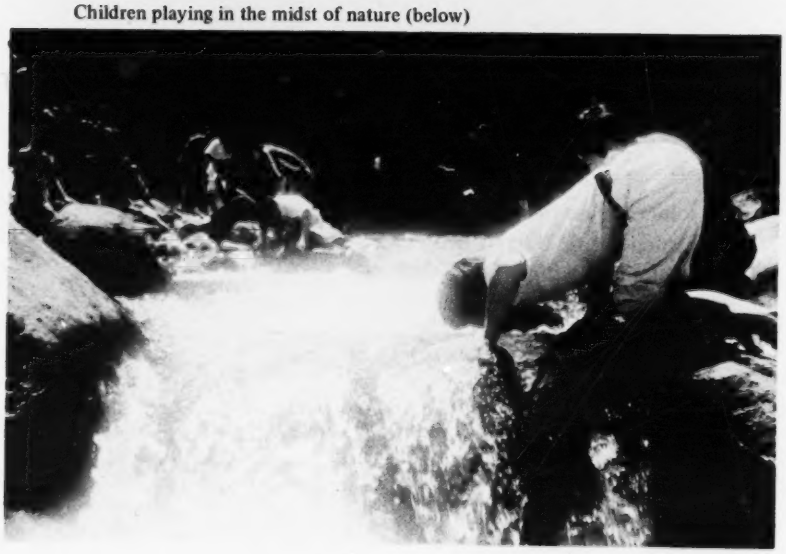


Group activities at National Youth Centers



SHŌNEN SHIZEN-NO IYE (CHILDREN'S NATURE CENTERS)

Children playing in the midst of nature (below)



The Olympic Memorial Youth Center

This center was established in commemoration of the Tokyo Olympic Games of 1964, taking over the facilities in the 'Olympic Village'. The center is equiped with 2872 beds, gymnasium, and many other facilities necessary for the boarding group activities of youth.

Youth Hostels

As of June 1972, there are 31 youth hostels directly run Japan Youth Hostel Incorporation, 76 run by prefectures, 473 under contacts with the Incorporation, and 1 national youth hostel center. The Japan Youth Hostel Incorporation holds 596,171 membership, as of September 1971.

Youth Workers Homes (Kinrō-Seishōnen Hōmu)

The young workers homes which come under the inspection of the Ministry of Labor are the all-round welfare facilities for the young workers of small enterprises, where they spend their leisure, join the recreational activities, and receive guidance and consultations. As of March 1972, the number of such homes is 181.

Farm Youth Training Farms

The farm youth training farms, which are supervised by the Ministry of Agriculture, aim to train owner farmers on the one- year residential course, laying emphasis on the practical work of agricultural production. As of April 1972, there are 55 such farms and the number of the students enrolled is 4,343.

The followings are the similar facilities:

Rural Youth Training Institute	38
Farming Youth Training Centers	38
Farm Technician Training Institutes	39
Life Modernization Centers	30

Facilities for Physical Activities

The following table shows the numbers of the facilities for physical activities, all of which come under the inspection of the Physical Education Bureau in the Ministry of Education.

Playground	39,704	Athletic fields	2,339
Gymnasia	25,848	Huts for mountaneers	1,814
Volleyball courts	13,582	Archery places	1,798
Swimming pools	13,511	Pavilions on sea side	1,788
Tennis courts	12,146	Bathing resorts	1,659
Table tennis gym.	6,763	Swimming areas on lakes and rivers	1,603
Baseball stadiums	4,587	Fencing gym.	1,537
Basketball courts	4,228	Camping places	1,257
Sumo rings	2,872	Judo and Kendo gym.	1,245
Judo gymnasia	2,622	Ball game gym.	1,087

(As of July 1969)

There are some other facilities of this type, such as the National Stadium, the National Mountaineering Training Center, the Sugadaira Highland Physical Training Center, etc., which are run by the National Government or the special agencies.

Vocational Training Centers

The vocational training centers which come under the inspection of the Ministry of Labor aim to give vocational training to those who are taking employment without any skill, and also to provide the skilled workers already in employment with the opportunity to retrain their skills. There are two ways for such training. One is the training in public training centers, and the other is the training which is given by the employers. The number of the people enrolled in the public training centers is 196,870 as of 1972.

Women's Centers (Fujin Kaikan)

Four have been established by nation-wide women's organizations, and 66 by prefectural and municipal organizations. Women's organizations are mainly responsible for setting up and managing these centers which provide places for variety of women's activities including cultural pursuits such as flower arrangement, tea ceremony, handicrafts, cooking, sewing, etc., services of counselling and guidance, discussions on child-care, consumers' problems and legal problems, exhibitions and displays.

Homes and Centers for Working Women

State subsidies are provided for the establishment of Homes for Working Women , which are founded as pilot institutions for upgrading the welfare of women employed in small shops and enterprises. These homes are equipped with facilities for recreation, hobbies, study activities as well as for counselling and guidance. 32 such homes have been established.

As part of the program for assisting disadvantaged women, 8 Public Vocational Training Centers for Domestic Workers have been established. These centers assist widows or other women find their jobs and receive necessary training and advice.

48 Public Vocational Training Centers for Home Handicraft Work are designed to provide housewives and others who find it difficult to work outside home with the information on work opportunities as well as technical knowledge and skill necessary to qualify them for successful employment.

47 Modernization Centers for Agriculture-Forestry-Fishing Families are established to provide facilities for rural women in getting together for group studies on food, clothing and habitation problems. These are established by prefectural authorities subsidized by national funds.

Radio and Television

There are two types of radio and television companies in Japan. One is the Nippon Hoso Kyokai (NHK, or Japan Broadcasting Corporation) which is a public corporation financed by license fees, and the other are commercial broadcasting companies. All of these corporation and companies are to be established under the provisions of the Broadcasting Law.

As of April 1972, NHK operates two channels for television broadcasting, two medium-waves for radio, and another FM wave. As for the commercial broadcasting, there are 45 television companies using VHF, 38 UHF, and 45 radio companies using medium-wave, 1 short-wave, and 4 FM.

Radio and television broadcastings of both NHK and commercial companies cover more than 95 per cent of all the families in the country. Almost all the households possess one or more TV and radio sets, and more than half of them are the owners of colour TV sets.

On its general and educational networks, NHK provides a great variety of social education programs, for example, programs dealing with the problems of every-day life, programs for businessmen, and farmers and fishermen, programs for language study, programs of science and nature, programs for

skill training, programs for hobbies, etc. Besides them, it also provide a number of educational programs not only for kindergarten, primary, secondary and high schools, and university but also for corresponding education. And these are made use of for social education, too.

We also have various kinds of social education programs on the commercial broadcastings. Some of them are nation-wide programs and some are local ones. Occasionally, local education boards provide their own programs through commercial broadcastings, and such cases are on the increase.

The Ministry of Education has been requesting the Commercial Broadcasters Educational Association (32 companies are affiliated) to produce, broadcast, and investigate the programs for infant education in the home. (25 programs a year)

There are four types in the way of using radio and television programs for social education, that is, 1) individual use, 2) use in the home, 3) use at the study meetings like classes and courses, and 4) use of educational broadcasting courses.

Informations through radio and television may be one of the most useful resourses for learning. And, the utilization of them will prove a great expansion of the objectives of social education and make the study more effective. In this sense, the utilization of educational broadcasting courses is most promising as a new form of social education with the combination of individual study (through programs) and group study (through schooling).

To promote such an expanded use of raido and television for social education, emphasis should be put on the cooperation and collaboration among administrative bodies, educational institutions, managers of radio-TV stations, and individual learners.

Social Correspondence Education

The social correspondence education is provided mainly by school juridical persons and nonprofit private bodies and enterprises, to which the Ministry of Education gives recognition, assistance and guidance. As of April 1972, 41 organizations are providing such recognized social education programs. There are 47 courses for vocational training, 74 for the household affairs, and 33 for general education. The total number of the students is some 520,000 and the ratio of men and women taking these courses is 56.7% and 43.3%. These courses are becoming more and more popular among people.

Skill Examinations

With the aim of encouraging people in individual studies and practice of skills, the Minister of Education authorizes the examinations of knowledge and skills, such as business English, short-hand, sewing, *Kana*-typewriting, tracing, lettering, etc. The organizations which undertake these examinations are all juridical persons. About 400 million people applied for these examinations in 1971.

Production, Supply, and Selection of Educational Films

Educational films for both social education and school education are all produced by the private film producers. 325 is the number of films produced in 1970 for the use of social education. Educational films deal with a wide range of subjects. The following show the contents of educational films produced in the past five years.

1.	General education and culture	42.5%
2.	Sports and recreation	3.9
3.	Education in the home, and family life	25.7
4.	Professional and technical education	6.4
5.	Education for citizenship	15.3
6.	Cultivation of international views	1.2
7.	Methods of social education	4.6

These educational films are made by private film producers, and the producers are apt to have a little interest in the films which are not commercially practicable even though they have great demands among people. To solve such a problem, the Ministry of Education requests the private producers to make educational films on some specific subjects and buy them to distribute to the prefectural bodies. In 1972 the Ministry of Education is to request the production of 14 such educational films.

The Ministry of Education also has an inspection system of educational films, slides, picture-story shows, with the aim of improving their quality and promoting the wide use of them among study groups. Certain number of films are selected as 'recommended' films or 'specially recommended' ones, and the results are publicized monthly and annually. 103 such films were 'specially recommended' in 1971.

ACTIVITIES

Youth Study Classes (Seinen Gakkyū)

Youth study classes are organized by the city, town or village authorities for young workers with a view to furnish them with the knowledge and technique necessary for their occupation and the household affairs as well as to elevate the standard of their intellectual and cultural life. With a view to promote these provisions, the Law for Promotion of Youth Study Class was enacted in 1953.

More than 30 students take a class for some 100 hours of lessons a year, under the leadership of social education officers, school teachers, learned persons, and others. Most of the classes are provided in the weekday evenings or in the daytime on sundays and holidays, at primary or secondary school buildings, Kominkan, or other available places. In 1971 there were 5,195 such classes organized with 203,759 attendants. 30 % of all attendants were engaged in agriculture and fishing, 25.5% in industry, 32.6% in commerce.

There are Schools for Working Youth (Kinrō SeinenGakkō) and Youth Study Circles (Seinen Kyōshitsu) erganized for the same purpose but plimarily for the benefit of younger adolescents.

Training Courses for New Employees (Shinshūshokusha Kenshū)

The training courses for new employees are organized by the local public bodies for the youth who take employment immediately after the completion of compulsory education or senior high school. The aims of these courses are to cultivate their readiness to join the youth activities and their sense of responsibility as citizens and working men through the residential group trainings mainly at residential youth centers (usually for three days and four nights). The State has been subsidizing these courses since 1966. There are about 60 participants for a course, and the total number of the participants was 12,555 in 1969.

Field Study Tours

The field study tours are organized by prefectural authorities with the State subsides. The working youth vist a certain places away from home, making field studies on the educational, cultural and industrial conditions in those different places and exchanging friendship with the youth of visiting places. The tours include such programs as practice in agricultural and

commercial works, visit to factories, and many other programs related to the participants' occupations. This project also aims to train the leaders of youth classes and other youth organizations.

In 1969, 1,384 working youth (including 382 girls) joined the tours for 15 days on an average, forming groups of 12 members or so. 57% of all perticipants were engaged in agriculture, 21.6% in commerce, 13.9% in industry, and remainder in other jobs.

Youth Corps for Development of Industry (Sangyō Kaihatsu Seinentai)

This program is organized under the supervision of the Ministry of Construction for the purpose of providing youth with technical trainings and study activities connected with land development. The participants receive the residential group trainings with the field works of civil engineering and construction industry for a period of 12 months. After the completion of the course, they enter the land development works as technicians. The number of participants were 590 in 1972.

The Farm Youth Construction Teams are also organized at the city, town or village level under the supervision of the Ministry of Agriculture and Forestry.

Youth Mission Abroad

Commemorating the wedding of the Crown Prince, this program was started in 1959 with the aims of widening young people's international understanding and establishing friendship with the people overseas. About 100 young people are annually sent out to different countries in small groups for the period of two months with a specific theme of study.

A similar project, Youth Goodwill Cruise, also started in 1967 commemorating the Centennial Anniversary of the Meiji Restoration. Some 350 of young people visit Sout-Asian countries for two months by a cruising boat these every years.

Besides these state provisions youth organizations are more and more positively undertaking international exchange projects with the aid of state funds. In 1970, 530 of young people were sent out under the auspices of 9 projects and 1,226 were recieved mainly from Asian countries under 6 projects.

Adult Schools and Classes (Seijin Gakkō and Gakkyū)

These are organized under the auspices of local boards of education for the benefit of adult citizens. Primary or secondary schools and citizen's public halls are alloted for this purpose. The attendance of young adults is outstanding, as is also the case with farmers, who account for nearly 50%.

Adult Schools provide practical training and vocational education. 2,300 such schools were organized during 1969 at which 270,000 attended and women accounted for approximately one half.

Adult Classes provide courses on liberal education, home economics, industrial and vocational training, etc. In 1969, 9,600 classes were organized, and there were 870,000 people who attended them, of which 60% were women.

Special 'Classes for the Aged' are also organized by local boards of education and sponsored by the Ministry of Education. They offer opportunities for old people to enjoy recreational activities, learn health management and make fruitful use of their spare time.

Women's Study Classes and Courses (Fujin Gakkyū and Kōza)

One of the outstanding provisions by local boards of education is the establishment of programs with the name of Women's Study Classes designed especially to meet the needs of women. These are quite well furnished throughout the country and there are 31,500 such classes held in 1971, with the participation of 936,844 women.

By far the greater number of these classes, are held in the agricultural and rural areas, and consequently the participation of farm wives is predominant. However, with the recent trend towards urbanization, the need for establishing these facilities in the cities has been focussed and a growing number are currently being organized in the housing complexes and workshops in and around metropolitan areas.

An average class is usually composed of 40~60 women, work-hours ranging from 20 to 60 hours per course. The participation of women in the age bracket between 30 and 50 years is most prominent and accounts for 70% of all participants. Some of the topics which may be of interest to women are: household affairs and family life, consumer knowledge, child care and education, civic matters, vocational education, health and safety, cultural pursuits, etc.

In addition, public and private educational agencies provide 'Classes for Better Living' aimed at modernizing living conditions of the farm people,

'Mothers' Classes' for maternal health and child care, 'New Life Schools', for consumer know-how, and on-the-air NHK (Japan Broadcasting Corporation) Citizens' Course.

Parent Education Classes (Katei-Kyōiku Gakkyū)

Family education today faces problems such as the increase of small families, decrease in birth rate, early maturity of children, intensified entrance examinations, changing patterns of life, increase of working mothers, undesirable impact of mass media. Necessity has been keenly felt for the parents' re-education to cope with such difficult situations. Parent education classes have been-widely organized since 1964 by local boards of education with the financial support of the Ministry of Education. In 1971, 14,112 such classes were conducted, and the number of parents who attended them totalled 776,308, of which mothers represented 86.5%.

Opening of School Facilities (Gakkō Kaihō)

Partly due to the shortage of public playgrounds in urban areas, and partly for the purpose of protecting children from traffic accidents on the roads and also promoting their out-of-school activities, school grounds, gymnasiums, libraries and all other available facilities are open to school children after the school is over. During the fiscal year of 1972, 3,500 primary and lower secondary schools are expected to adopt this program, for which 239 million yen are aided from the State.

University Extension Courses (Daigaku Kaihō)

In complying with the present-day demands for higher education among adults, increasing number of extension courses are offered by universities and junior colleges. Some courses are provided by the universities themselves with the financial support from the Ministry of Education, and others at the requests of firms and organizations. The themes of studies range widely, including technical subjects, contemporary social problems, topics concerned with family life and its techniques, and cultural subjects in general.

In 1969, 559 of these courses were extended by 173 junior colleges and universities, at which 54,363 attended.

PERSPECTIVE

For the development of social education in the country, there are a number of problems to be solved in the immediate future from the administrative side. Some of them may be picked up as follows.

1. Improvement in the system of social education officers.

As we have already seen, social education officers are the specialists appointed to the boards of education in prefectures and municipalities and responsible for planning and organizing all sorts of social education activities in their regions. They are the very driving force for the development of social education in this country. In reality, however, the number of such officers is far from adquate. And, partly due to the lack of difinitness about the specialized nature of social education officers, it is rather difficult to invite competent people for these positions. In such conditions, it is an urgent need to re-examine the role of social education officers and clarify the speciality of their works. Not to mention the improvement and expansion of training courses for them, much effort should be made for the betterment of their working conditions, for example, raise of their status as well as their salaries which are put rather lower than school teachers, and dissolution of their regional differences which will make it possible to exchange personnel in different regions. With such improvements in the system of social education officers, it will become possible to invite the competent officers and eventually to promote the social education activities in the country.

2. Improvement of social education facilities.

Needless to say, the social education facilities perform an important part for the animated social education activities. They have been remarkably improved for the last two decades with the re-building or new-building of traditional facilities like libraries and museums and also of citizen's public halls which appeared immediately after the second world war, and with the establishment of many other new facilities such as residential youth centers, cultural centers for children, children's nature centers, etc. to cope with the new social demands. Nevertheless, their total number is still small; there are regional differences; and their equipments and materials are quite inadequate. They are in many ways far behind from those of European countries. In

such conditions, both patent and latent demands for social education facilities are growing year by year. And it is necessary to renovate and improve the facilities both qualitively and quantatively with a far-seeing scheme.

3. Re-examination of the amendment of the laws related to social education.

No amendment has been made about the existing laws related to social education, except the revision of Social Education Law in 1959. With the rapid changes which have been taking place in recent years, the conditions in social education have naturally shown a remarkable change. Some of the regulations in the related laws are no longer conformable to such new conditions, and there is a great demand for the amendment of the related laws. We must reexamine the radical amendment of such laws, including the regulations on the system of social education officers and on the facilities for social education, of which we have mentioned above.

4. Long-range and comprehensive scheme of social education administration.

There has been a criticism that social education administration is somehow lacking in a comprehensive and long-range plan. The reason may be that social education in the past has been regarded as remedial of formal school education or as social education in a narrow sense, and that the administrative works for social education have sometimes been confused with those of other Governmental agencies. What we must do from now on is to grasp clearly the educational needs among people and the real conditions of social education, and then to reexamine the whole system of education which is composed of education in the home, school education, and social education, and clarify the role of social education in the context of life-long education. It is also important to co-operate with other Governmental agencies such as Labor Ministry, Ministry of Health and Welfare, and Ministry of Agriculture and Forestory, which are concerned with some provisions for social education in a broad sense.

5. Approach from the view-point of life-long education.

Rapid changes in society in recent years have brought about various kinds of new problems in the field of social education, which has caused a necessity for the approach to social education from the view-point of life-long education. For example, parents' education related to the education for

small children in the home, out-of-school education for young people, education for leisure time, study activities of working women, education for the aged– all of these themes are the problems which the contemporary generation have faced for the first time, and there are no clues to solve these problems in the past experiences. It is an important task, therefore, for the administration to establish a new system of social education, integrating all the old and new aspects of social education in the line of life-long education.

6. Establishment of research and study system.

Since social education is quite a new field in an academic sense, its theoretical basis has not been established yet with not plenty of research materials. Nevertheless, there are strong demands for a wide range of social education provisions well planned and organized in accordance with a variety of educational needs among people. There is no doubt that such a gap between the poor conditions of social education researches and the strong demands in society is a great barrier to the smooth progress in social education. And it is most important to establish the research and study system in this field, collecting the basic reference materials for the effective use for administration.

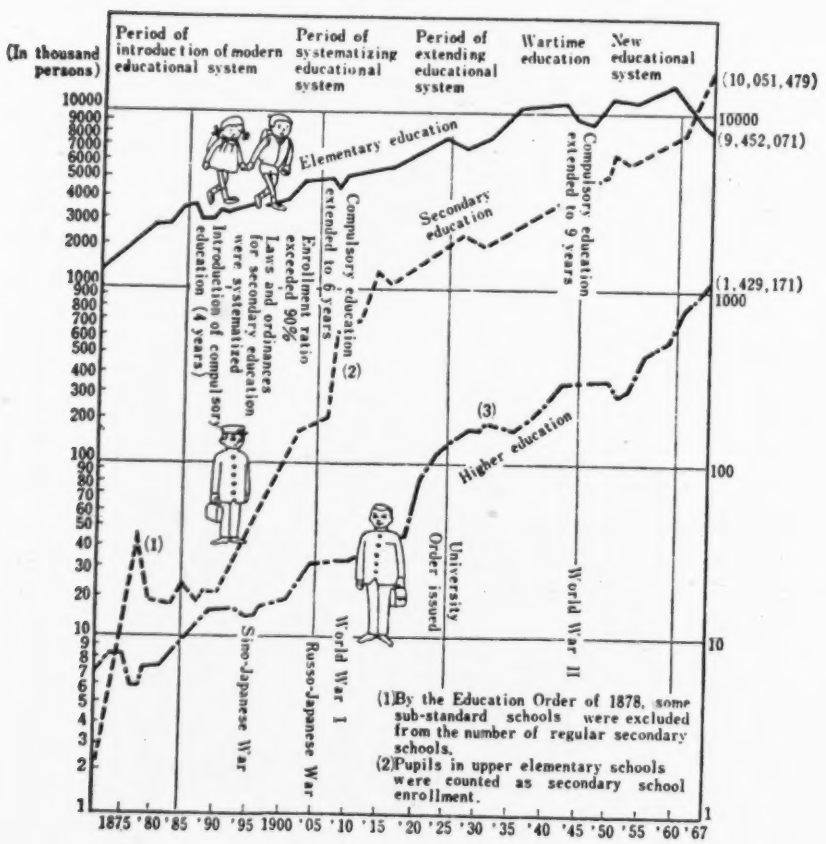
7. Approach from an international point of view.

The progress in transportation and communication means in recent years has made the earth very small to us both psychologically and physically and the world one community. Under such circumstances, the position and responsibility of Japan has become more important than ever before. It is often said that the Japanese people are liable to fall into a kind of insularism or blind devotion into foreign countries, and social education has not been exceptional of such tendencies. We have been too much concerned with the immediate problems within the country. It will be most important, therefore, to take a view of the world and promote the international understanding and cooperation in the field of social education.

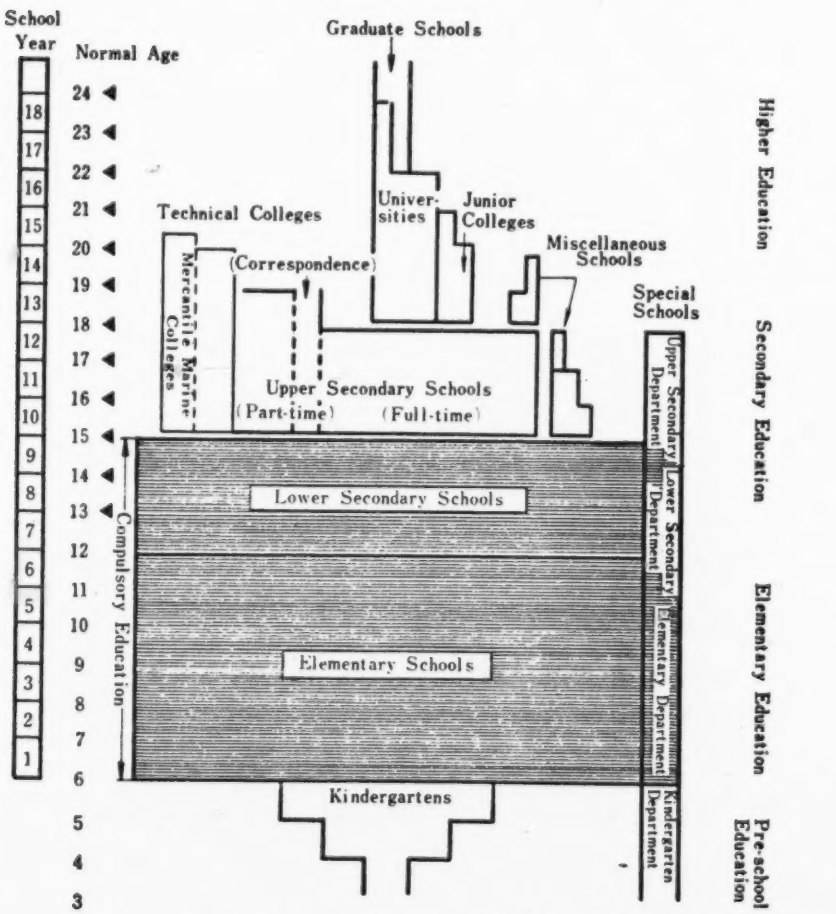
APPENDIX

1. MAP OF JAPAN–PREFECTURES AND NATIONAL YOUTH CENTERS–

2. HISTORICAL TRENDS IN ENROLLMENT


(In thousand persons)
Period of introduction of modern educational system
Period of systematizing educational system
Period of extending educational system
Wartime education
New educational system
(10,051,479)
10000
(9,452,071)
Elementary education
Secondary education
Compulsory education extended to 9 years
Compulsory education extended to 6 years
(2)
Enrollment ratio exceeded 90%
Laws and ordinances for secondary education were systematized
Introduction of compulsory education (4 years)
(1,429,171)
1000
(3)
Higher education
100
(1)
Sino-Japanese War
World War I
Russo-Japanese War
University Order issued
World War II
10
1
1875 '80 '85 '90 '95 1900 '05 '10 '15 '20 '25 '30 '35 '40 '45 '50 '55 '60 '67
(1)By the Education Order of 1878, some sub-standard schools were excluded from the number of regular secondary schools.
(2)Pupils in upper elementary schools were counted as secondary school enrollment.

3. SCHOOL EDUCATION SYSTEM



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